

# High School Resources and Support

This spring, the department concluded a statewide Response to Instruction and Intervention (RTI<sup>2</sup>) listening tour to gather feedback regarding RTI<sup>2</sup> implementation from educators, parents, and students. The third and final installment in this series of documents focuses on how the department plans to provide differentiated support for high schools based on listening tour feedback.

## What did we hear?

### Strengths

Participants reported that RTI<sup>2</sup> implementation:

- helps them develop positive teacher-student relationships;
- provides them the opportunity to collaborate with students and staff, including special education teachers, intervention providers, and general education teachers; and
- gives them the time to provide students with non-academic support such as conflict resolution.

### Challenges

Listening tour participants reported that they:

- are unclear about the vision and purpose of RTI<sup>2</sup> in high school and what intervention should look like;
- are challenged in effectively implementing RTI<sup>2</sup> because of a lack of training;
- struggle to balance providing intervention with graduation requirements and developing a schedule that meets the needs of all students;
- lack age-appropriate progress monitoring and diagnostic assessments that inform instruction; and
- aren't aware of any age-appropriate, authentic, engaging instructional materials to teach skills.

## WHAT STUDENTS WANT IN INTERVENTION

### Students reported that they want:

- the opportunity to work with peers and teacher-directed instruction;
- intervention tasks and materials to connect to real life;
- student choice embedded in task selection and content;
- clarity around why they need intervention and goals they are working towards;
- smaller class size and more individualized attention from the teacher; and
- positive teacher relationships founded on their belief in student success.

## High School Resources and Support

Based on listening tour feedback, the department is committed to the following four main areas of work in supporting high school RTI<sup>2</sup> implementation.

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### High School RTI<sup>2</sup> Webinars

2

### Monthly Promising High School RTI<sup>2</sup> Practices

3

### High School RTI<sup>2</sup> Implementation Guide

High school staff are challenged with conceptualizing what RTI<sup>2</sup> implementation should look like at the high school level. The department is creating a high school-specific implementation guide that will give high schools a vision for what the core elements of RTI<sup>2</sup> implementation should and can look like in high school.

The guide will contain information related to:

- The vision and purpose for high school RTI<sup>2</sup>
- Assessment practices at the high school level, including early warning systems, diagnostic assessment, and progress monitoring
- Data-based decision making related to: qualities of effective data team meetings, identifying students in need of intervention, determining intervention focus, and determining response to intervention
- Best practices for providing effective instruction and intervention with examples
- Qualities and key responsibilities of leadership in effectively implementing RTI<sup>2</sup> at the high school level

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### High School Communities of Practice (Beginning August 2018)

During the 2018–19 school year, the department will host regional communities of practice across the state. These will be an opportunity for high school staff to build community with other high schools and continuously learn from each other through face-to-face and online meetings throughout the school year.

Content and collaboration in communities of practice will target the following topics:

- Developing school culture for effective RTI<sup>2</sup> implementation
- Best practices for teaching high school intervention
- Resources for teaching and assessing intervention
- Effective use of Early Warning Systems in determining student interventions
- Addressing barriers to implementation
- Using assessment to inform intervention
- Building systems and infrastructures at the high school

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